



**Rudston Primary School**

**Music Policy**

**Date: September 2022**

**Subject Leader: Mr. S. Thomas**

**This policy and all school policies are produced in accordance to guidance set out in our school legislation and guidance policy.**

**Approved By Governors: September 2022**

**Review Autumn Term 2023**

## **Our Mission Statement:**

To develop a love of learning,  
enabling all children  
to reach their full potential.

- \* Respect \* Resilience \*
- \* Responsibility \* Enjoyment \*
- \* Challenge \*

## **Safeguarding Statement:**

“Rudston Primary school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.”

## Music Intent

At Rudston Primary School we are fully committed to providing a music curriculum that provides enthusiasm, self-confidence, creativity, and a sense of achievement.

Through our music curriculum we aim to develop respect for various genres, cultures, and key figures throughout the musical world, including their relevance, impact, and context to today. Children will be able to critically analyse music using appropriate vocabulary with confidence, whilst respecting the thoughts and opinions of others. Children will be able to make relevant links to other areas of the curriculum.

Children develop a depth of knowledge about how music is structured and created whilst exploring opportunities to use their voice and other musical instruments. Through this, children will develop their resilience in practical situations, allowing them to be open to new possibilities, inspirations, and techniques.

Children will leave Rudston Primary School with confidence and passion for music in one of its many different forms.

## **Introduction**

This document deals with the teaching of Music in relation to the National Curriculum 2014 Programmes of Study. It has been written after consultation with colleagues throughout the school.

## **Intent**

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## **Foundation Stage**

In Nursery and Reception, we use the Early Years Overview. There are many opportunities for the teaching and learning of music within the Early Years, particularly within creative development.

In Nursery, pupils are taught to:

Exploring & using media & materials

- Join in singing favourite songs.
- Create sounds by banging, shaking, tapping or blowing.
- Show an interest in the way musical instruments sound.

## **Key Stage 1**

Pupils should be taught to:

use their voices expressively and creatively by singing songs and speaking chants and rhymes

play tuned and untuned instruments musically

listen with concentration and understanding to a range of high-quality live and recorded music

experiment with, create, select, and combine sounds using the inter-related dimensions of music.

## **Key Stage 2**

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations

- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

## **Implementation**

In order to implement this, we will create a clear and comprehensive scheme of work in line with the National Curriculum, through Charanga, and the new Modal Music Curriculum. Teaching and learning should show progression across all Key Stages within the strands of music.

As part of this progression, all children should be performing as part of a whole class, or small group, to perform live music at least once a year. In KS2, we will introduce the creation and playing of music through whole-class ensemble using a variety of instruments and technology. In Lower KS2 this will be supported through professional support by a member of the local Resonate Hub.

Alongside this, professional, peripatetic teachers will work with predominantly Key Stage 2 but this is also available to other year groups. Children will therefore get access to being taught by real musicians. Peripatetic teachers come into school and teach individual instruments to those children who wish to learn them.

Encouraging a love of playing and promoting their ability to do so as a form of expression.

To foster a positive environment and promote a love of singing across the curriculum, children will access extra-curricular musical participation opportunities. This will include choir and singing in the local community. Scope for children's participation and wider opportunities for performing to greater audiences will be increased and therefore musical benefits heightened. Musical opportunities will be displayed in school and on school websites to showcase and promote love of music. All children will be given the experience of performing to a wider audience throughout their life at school. Finally, children will be aware of opportunities available and the possibility of accessing them.

## **Impact**

By the end of Key Stage 2, each child will achieve age related expectations in music at the end of each cohort year. Children will retain knowledge that is pertinent to music. Children will also have the opportunity to foster their instrumental flare and use this as a form of expression.

Children will be given the opportunities to participate in wider musical activities and improve their wellbeing and confidence within the subject. This will be reinforced as children gain wider audience performance experience, throughout each year. Lastly, children will have heightened awareness of musical opportunities available in and outside of school in the hope that greater participation will take place.

## **Method and Organisation**

Music is for all children and this should be evident in the music lesson. There should be a balance of music activities and opportunities should be given for the individual, groups, or the whole class. Links can be made with other curriculum areas including the use of I.C.T.

At Rudston Primary School we follow the Charanga Scheme of Work for Music. Planning is left to the individual class teacher to cover the various elements and skills. Music lessons will usually take place in the classroom or in the school hall.

At Rudston Primary School we try to contribute to the children's knowledge and understanding of Music in a variety of ways.

- We encourage the children to go on organised music trips (e.g. live concerts, Pantomime etc...)
- We invite professional musicians into school to share their expertise and knowledge. (e.g. Percussion, Strings, etc)
- We take part in Musical events each year
- We stage musical productions each year
- We listen to music from different ages and cultures in assembly

## **Resources**

Resources include:

- Keyboards
- Music literature – library
- Percussion instrument
- Pitch instruments
- Glockenspiels
- Full drum kit
- Stringed instruments (e.g. violins, guitars, and ukuleles)
- Class recorders
- Charanga Scheme of Work online
- iPads – APPS (e.g. Garage Band)

## **Additional Guidance**

### **Guidance for Liverpool schools on music delivery and COVID-19**

The DfE is clear that *'all pupils should have access to a quality arts education'* (DfE Guidance for full opening: schools 28/8/20).

In planning for music to take place, schools should consider the following recommendations.

- ✓ The latest DfE guidance, confirms that music activity including peripatetic delivery can continue during this period, and that *'peripatetic teachers can move between schools.'* Steps must be taken to ensure that all staff comply with arrangements for managing and minimising risk and are able to work with schools and music coordinators in adapting provision to reduce risk of infection.
- ✓ Schools should consider the appropriate environment for delivery of any musical activity. Most sessions, including guitar, ukulele, keyboard, percussion, violin, can continue to be delivered in the classroom where Resonate teachers will ensure they maintain 2m distance. Where practice rooms enable 2m social distancing, instrumental lessons can take place. Here, tutors and pupils should avoid facing each other in preference for side-by-side delivery

- ✓ Large group wind/brass and singing can take place where there is suitable space for social distancing and good ventilation – for example, in a hall. In a classroom, for wind/brass and singing, and if possible, reducing the class size to a maximum of 15.
- ✓ Where there are concerns presented by the use of instruments Teachers are able to offer a non-instrument-based music course, delivered using Charanga online digital software.
- ✓ Schools should plan for the safe management/sanitising of instruments returning from home.
- ✓ Where instruments are shared, appropriate measures must be put in place e.g. time allowed for sanitising equipment and instruments, provision of disinfectant wipes.
- ✓ Schools may need to adapt the timings of sessions to accommodate any additional cleaning or sanitising of instruments.

See the full and detailed risk assessment which includes measures specific in relation to visiting tutors and, where appropriate.

### **Cross Curricular Links**

The skills developed in the teaching of Music can link to other subjects. This will be particularly true of English, Science, Art as well as other Foundation Subjects.

### **Reporting to Parents**

Parents are given the opportunity to discuss Music with their child's teacher through Parents Evenings. Also, a final result of their progress and ability shown throughout the year will appear on each child's end of year report.

### **Review of Policy**

This policy was written by S. Thomas and will be reviewed each year by the Music Lead and the governing board.